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ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to know the purposes and features of a training agreement and to be able to complete a training agreement form for each student with their training sponsor. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Model training agreements are provided in the materials for goal 1; among the goal 2 materials is a guide sheet for a videotape presentation. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

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Training Agreements

This module contains three major parts:

1. The printed material on the purposes and features of a Training Agreement.
2. Model Training Agreements.
3. A video-tape presentation illustrating a teacher-coordinator completing a training agreement with a training sponsor.

Prerequisite for module: You should understand the features of a cooperative work experience training program, (Module 1) and also understand the coordination techniques performed by a vocational work experience teacher-coordinator. (Module 2)

When you have completed this module, you will:

GOAL 1: Know the purposes and features of a training agreement.

GOAL 2: Be able to complete a training agreement for each student with their training sponsor.

To begin this self-instructional module, please turn to the pre-test on page 2.

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MODULE NUMBER 5

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
Mrs. Bonnie Schmalle - Advisory Committee Member
Mr. John Struck - Advisory Committee Member

The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE PURPOSES AND FEATURES
OF A TRAINING AGREEMENT

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the Learning Activities.

1. Define Training Agreement:

2. What is the purpose of a Training Agreement?

3. List five kinds of information which should be included in a Training Agreement.
   a.
   b.
   c.
   d.
   e.

4. Name four people who should sign a Training Agreement.
   a.
   b.
   c.
   d.

DIRECTIONS: When finished with the pre-test, please turn to page 20 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-14.

LEARNING ACTIVITIES

GOAL 1: KNOW THE PURPOSE AND FEATURES OF A TRAINING AGREEMENT

DIRECTIONS: Read pages 3-14 and then complete the Self-Check.

INTRODUCTION:

A cooperative work experience program is a unique educational program. It uses the classroom and an actual job setting to provide occupational instruction for a student. Because learning is taking place both within and outside of school, there is a need for close coordination of the experiences to maintain an effective learning experience.

The nature of the cooperative work experience program requires cooperation between the teacher-coordinator, the student, his/her parents and the employer. This cooperation can best be attained if all involved persons understand the program and their role in making it an effective educational experience. A written Training Agreement will aid in defining the roles of each person, and will increase the effectiveness of the program.

PURPOSE OF A TRAINING AGREEMENT:

The Training Agreement is a management tool prepared in writing to set the stage for training in a cooperative work experience program. It outlines the duties and responsibilities of the major parties involved in the cooperative work experience program. Although it is not treated as a legal contract, it is a businesslike way of coming to an agreement on the responsibilities of the employer or training sponsor, the school, the student, and the parent. The Training Agreement should be signed by each of the parties mentioned and a copy should be given each of them at the time the student is placed on the job.

FEATURES OF THE TRAINING AGREEMENT:

The Training Agreement is a printed form prepared by the teacher-coordinator and completed in a conference between the coordinator and the employer or training sponsor. Training agreements should be developed based on local conditions and requirements and the individual needs of the student and employer. Specific features of most Training Agreements include:

1. Clarifies program policies and procedures.
2. Lists the student's career objective.
3. Specifies that the training plan will be developed and followed.
4. Specifies the beginning and ending dates of the training period.
5. States the beginning rate of pay the student will receive.
6. States that the student will be supervised while on the job.
7. States the student will receive a variety of job experiences.
8. States the minimum and maximum number of hours a week for work experiences.
9. Specifies that a student will not be dismissed from the job until a conference is held with the teacher-coordinator.
10. Specifies that it may be necessary for the student to have some time off from the job for special school activities.
11. States that the school will provide instruction in the technical and related subjects.
12. States that the employer agrees not to hire the student trainee on a full-time basis during the training period.
13. Specifies that as long as a student is under 22 years of age and is enrolled in a regular school vocational training program for which he or she will receive credit, their earnings are exempt from both state and federal unemployment benefits.
14. States procedures to be followed if a student will be absent from work.
15. States that if a student is absent from school he/she will not be permitted to go to work, except under special circumstances.
16. States any established dress regulations of the school and training station.
17. States procedures for termination from the job and/or the work experience program if justification is determined by employer and teacher-coordinator.
18. Includes the student's name, date of birth, address, telephone number, and social security number.
19. States the names, addresses, and phone numbers of the teacher-coordinator and training sponsor.
20. States that the training sponsor will evaluate the performance of the student on a regular basis for grading purposes.
21. States that the parents are responsible for transportation of the student to and from work.
22. States that the teacher-coordinator will make regular visits to student and training sponsor.
23. Specifies the means of insurance coverage for the student if the cooperative arrangement does not include pay to the student.
24. Specifies who should arrange for physical examination before work placement if deemed necessary.

DIRECTIONS: You have now completed reading the printed material and should turn to pages 5-14 to review sample Training Agreements.

CEDAR FALLS HIGH SCHOOL VOCATIONAL EDUCATION PROGRAM

T R A I N I N G A G R E E M E N T

19___ - 19___

The _____ will permit _____ to enter
(Training Agency) (Student)
their establishment for the purpose of gaining practical knowledge and experience in the occupation of _____ from _____ to _____.
(Beginning date) (Ending date)
The training will be in accordance with the general training outline and the following conditions:

1. The student, while in training, shall be deemed a student-learner and shall progress from job to job in order to gain experience in all possible phases of the operations and duties. The time schedule, as indicated in the training outline, shall be followed as closely as possible.
2. The training agency plans to provide not less than fifteen hours per week of training.
3. The school will provide instruction in the technical and related subjects for a minimum of one regular class period per day.
4. The student-learner will show a desire to learn and to cooperate with all persons responsible for his or her training.
5. The student must NOT go to work if he or she is absent from school that day.
6. The wages paid the student-learner shall be those which the employer would pay to a beginning employee doing the same type or work. This rate is to be the minimum legal wage required for the business with possibilities of advancement. The business may, if qualified, file a subminimum wage form with Wage Hour & Labor for the school year. The beginning rate of pay is to be _____ per hour.
7. The student-learner will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the student must notify the employer and the school officials immediately.
8. If for any reason the employer no longer desires to employ the student-learner, arrangements will be made with the teacher-coordinator to remove the student. Conferences about unsatisfactory situations, either at school or work, should be held to avoid the dismissal of the student-learner from either school or work station.
9. The employer agrees not to hire the student-learner on a full-time basis during the period of this agreement except by permission of school officials.
10. Section 96.19-7-g-(7) of the Code of Iowa states that as long as the student is under 22 years of age and is enrolled in a regular school program under a cooperative agreement for which he or she will receive academic credit, their earnings are exempt from both state and federal unemployment. Do not report the student-learner's earnings on your form(s).

Student _____ Employer _____

by _____

Parent _____ Teacher-Coordinator _____

WEST VIRGINIA

Student's Name _____ Birth Date _____ Age _____

Student's Address _____ Telephone _____

School _____ Telephone _____

Training Station _____ Telephone _____

Address of Training Station _____

Training Supervisor _____ Position _____

Dates of Training Period: From _____ To _____

Average Number of Hours of Training Per School Day _____

Career Objectives _____

Criteria for approval are the following:

(1) the training, even though it includes actual operation of the facilities of the employer is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

RESPONSIBILITIES

The STUDENT-LEARNER considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To perform his training station responsibilities and classroom responsibilities in an efficient manner.
3. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
4. To conform to the rules and regulations of the training station.
5. To furnish the teacher-coordinator with necessary information about his training program and complete promptly all necessary reports.
6. To consult the teacher-coordinator about any difficulties arising at the training station related to his training program.
7. To participate in those co-curricular school activities that are required in connection with the cooperative vocational education program.

The PARENTS of the student-learner, realizing the importance of the training program in the student-learner's attaining his career objectives agrees:

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and his home.

The TRAINING STATION, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.
2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.
3. To adhere to all Federal and State regulations regarding child labor laws, and other applicable regulations.
4. To assist in the evaluation of the student-learner.
5. To provide time for consultation with the teacher-coordinator concerning the student-learner and to discuss with the teacher-coordinator any difficulties the student-learner may be having.
6. To provide available instructional material and occupational guidance for the student-learner.

The TEACHER-COORDINATOR, representing the school, will coordinate the training program toward a satisfactory preparation of the student-learner for his occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

_____

_____

_____

_____

By:

_____ Employer	_____ Parent
_____ Job Supervisor	_____ Student-Learner
_____ Teacher-Coordinator	_____ Date

Student _____ Date of Birth _____

Occupational Objective _____ Soc. Sec. No. _____

Training Agency _____ Date _____

Address _____ Telephone Number _____

Dept. in Which Employed _____ Job Supervisor _____

Parent or Guardian _____ Res. Tel. _____ Bus. Tel. _____

Address: Residence _____ Business _____

1. The student agrees to:

___a. Do an honest day's work.
___b. Be punctual, properly attired and groomed, and loyal.
___c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
___d. Be courteous and considerate of the employer, customers, and others.
___e. Keep required records of cooperative training program.
___f. Be alert to perform unassigned tasks which promote the welfare of the business.
___g. Contact the teacher-coordinator before resigning.

2. The parents agree to:

___a. Placement of the student in this cooperative training station.
___b. Provide a method of getting the student to and from work.
___c. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
___d. Assume full responsibility for any action or happening pertaining to student-trainee from the time he leaves campus until he reports to his training station.

3. The teacher-coordinator, in behalf of the school, agrees to:

___a. Give systematic instruction at the school related to the student's duties and responsibilities in the training station.
___b. Visit the student on the job at intervals for the purpose of supervising him.
___c. Show discretion as to time and circumstances for visits, especially when the work of the training station is pressing.

4. The employers agree to:

___a. Provide the student with opportunities to learn how to do many jobs well in this business.
___b. Assign the student new responsibilities according to his ability and progress.
___c. Assist the teacher to make an honest appraisal of the student's performance and progress.
___d. Avoid subjecting the student-trainee to unnecessary hazards.
___e. Contact the teacher-coordinator before discharging the student.

5. All parties agree to:

___a. The length of cooperative training period will include a minimum of _____ hours commencing _____ and terminating _____.
___b. Working hours during the cooperative training period will normally be:
From: _____ To: _____ During school days _____
From: _____ To: _____ On other days _____
___c. A beginning wage of _____ per hour.

We, the undersigned, indicate by affixing our signatures that we have read and understand the purpose and intent of this Training Station Agreement.

Student _____ Employer _____

Parent _____ Teacher _____

DISTRIBUTIVE EDUCATION PROGRAM TRAINING AGREEMENT

The _____ will permit _____ to be employed in their
(Training Agency) (Student)
business for the purpose of gaining practical knowledge and experience in the occupation of _____ from _____ to _____.
(Beginning date) (Ending date)

The training will be provided in accordance with the training plan developed for the student as well as the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for ____ hours per week and pay the student at the same rate as any other beginning employee in the same job. The beginning rate of pay will be _____.
2. Provide training for the student in accordance with the Training Plan. The student shall progress from job to job in order to gain experience in all aspects and duties of the occupation.
3. Provide instruction in safe and correct procedures and closely supervise the student's work.
4. Work with the teacher-coordinator to insure the best possible training.
5. Evaluate the student's performance on a regular basis.
6. Consult with the teacher-coordinator if dismissal or layoff is anticipated, conferences about unsatisfactory situations should be held to avoid dismissals.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner at all times.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.
5. Inform the employer and the teacher-coordinator in the event of illness or emergency that prevents attendance.
6. Develop the knowledges and skills necessary to become an effective employee of the business.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.
2. Provides a means of transportation for the student that will assure promptness and good attendance on the job.
3. Insure that the student does not assume additional employment while participating in the D.E. program.
4. Encourage the student to succeed in school work and job performance.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and the teacher-coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. The earnings of D.E. students employed under a cooperative training agreement are exempt from both state and federal unemployment. Earnings do not have to be reported and unemployment compensation cannot be claimed by the student.
4. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:
   a. The student is no longer enrolled in the D.E. program.
   b. The student's performance or grades are unsatisfactory.
   c. The policies or rules of the employer or the D.E. program are abused by the student.
   d. The training plan is not being followed.

Student _____ Employer _____ Date _____

Parent/Guardian _____ Teacher-Coordinator _____

Employer Training Agreement for the Work Experience Program

Training Station_____ Student_____

I hereby agree to employ a Work Experience student for the following school year.

I agree to offer this student as much variety in work experience as is practical and economically possible, so that the WE student may receive a broad occupational training.

I agree to provide effective supervision and on-the-job instruction.

I will evaluate this student's work at regular intervals and report the results to the WE Coordinator.

I will provide a minimum of 15 hours a week for work experience to this WE student.

I understand the wage to be paid is mutually established between the student and the training station.

I understand that if I have any problems with this student, I will contact the WE Coordinator before I terminate the student's training.

I understand that I am participating in a school program, and I must permit my trainee necessary time off for school activities.

EMPLOYER'S NAME_____ DATE_____

WE COORDINATOR_____ DATE_____

TRAINING AGREEMENT

_____
(Program)

_____
(Date)

I. _____ will be permitted to enter
(student-learner)

_____ for the purpose of gaining

knowledge, experience, and skill as _____.
(occupation)

II. The course of training is designed to run for a _____ period with a minimum of _____ hours per week of on-the-job experience and at least one period in each school day for the supervised study of related and technical information.

III. The coordinator shall, with the assistance of the employer or someone delegated by the employer, prepare a schedule of skills and tasks to be learned on the job and an outline of technical and related information to be studied in school.

IV. Student-learners will be given the opportunity to gain well-rounded experience and to progress as their proficiency permits.

V. The student must not displace a regular worker.

VI. The employment of the student-learner must conform to all federal, state, and local laws and regulations.

VII. The teacher-coordinator will visit the training station to evaluate student-learner progress, to discuss training problems, and to coordinate related class work in school with the needs of the student-learner. By showing just cause, the coordinator may withdraw the student-learner at any time. The employer has the right to dismiss the trainee; however, the coordinator should be contacted at least two weeks in advance of termination, if possible.

VIII. The schedule of compensation to be paid the student-learner shall be fixed by the training agency and the coordinator. Such wages shall be comparable to the wages paid apprentices and other beginning employees in the same occupation. The beginning wage of _____ at _____
(student-learner) (training station)
as of _____ will be _____ per hour. Student-learners will be
(date)
considered for wage increases, and if an increase is granted, it will be put into effect the first work week after the following dates: _____;
(date)
and _____. Increases in the hourly rate will depend upon the
(date)
progress of the student-learner and on business conditions.

IX. Safety instruction shall be given by the school and correlated with on-the-job safety training given by the employer.

X. All complaints shall be made to and adjusted by the teacher-coordinator.

This Training Agreement has been read and understood by the following:

_____ _____
(student-learner) (employer)

_____ _____
(teacher-coordinator) (parent or guardian)

COMMUNITY - SCHOOL PROGRAM AGREEMENT

This agreement is made and entered into this _____ day of _____, 19___, by and between _____ _____ and _____ Schools of _____.

It is the mutual desire of the parties of this contract to provide instruction in _____ for _____, a special needs student in the _____ School District. The purpose of this contract shall be to facilitate the effective development, administration and supervision of the necessary program and services.

The agreement shall commence on the _____ day of _____. 19___, and shall terminate on the _____ day of _____, 19___. The student will receive _____ hours of training per school week for _____ weeks at the cost of _____ per hour of training.

I. _____ agrees as follows

a. to provide an experienced _____ who will be responsible for instruction.

b. to provide _____ weeks of _____ _____ instruction that is commensurate with the ability level of the student enrolled.

c. to provide the equipment, tools, materials, and special clothing necessary for instructional experiences.

d. to provide a written evaluation of the student's performance.

e. to provide the CSP coordinator with instructional suggestions for classroom cooperation as necessary.

f. recognize and abide by the six guidelines of the Department of Labor listed in CSP guidelines.

2. _____ School agrees as follows:

a. to provide a coordinator to supervise students and provide counseling services.

b. to provide and/or arrange for transportation to and from _____.

c. to provide the Department of Public Instruction a written evaluation of the student's cooperation with _____ _____.

d. to provide reimbursement to _____ in the amount of _____ for the training of the above named student.

e. to recognize and abide by the six guidelines of the Department of Labor listed in the CSP guidelines.

_____

Cooperating Business

_____

Principal

Non-paid Work Experience

The following training agreement should be used for non-paid work experience within the Community School Program. Because of the unique regulations of the Department of Labor for non-paid work experience, specific requirements must be met by participants. The training agreement specifies those requirements.

_____ is placed in a vocational instruction setting with
Student's Name

_____ under the _____
Instructor's Name School District Name
Community School Program. Following are six guidelines contained in W.H. Publication 1297-"Employment Relationship Under the Fair Labor Standards Act" which the Community School Program must follow. Pursuant to these guidelines the student is not placed in an employer-employee relationship. The student will receive academic credit while in an instructional placement.

a. The training, even though it includes actual operation of the facilities of an employer, must be similar to that which would be given in a vocational school.

b. The training must be for the benefit of the trainees or students.

c. The trainees or students must not displace regular employees, but work under their close supervision.

d. The employer or tradesmen that provides the training must derive no immediate advantage from the activities of the trainees or students and on occasion his operation might actually be impeded.

e. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

f. The employer or tradesmen and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Student Schedule:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Your signature indicates that you understand the _____
_____ School Program and the Department of Labor guidelines listed above and contained in W.H. Publication 1297, and agree to comply with the aforementioned rules and regulations.

Date _____ Signature of _____
Student

_____
Instructor

_____
Parent

_____
Cooperating Business

SELF-CHECK

Develop a model Training Agreement for your cooperative work experience program. The agreement should include any policies or requirements unique to your school and program.

DIRECTIONS: When finished compare your answer with the information on pages 3-14 If you would like additional information, please turn to the Additional Resources listed on page 23.

PRE-TEST: GOAL 2

BE ABLE TO COMPLETE A TRAINING AGREEMENT FOR EACH STUDENT WITH THEIR TRAINING SPONSOR

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 17 to begin the Learning Activities.

1. Name the persons who should be involved when completing a Training Agreement for a student.

2. Why should a teacher-coordinator finalize the content of a Training Agreement in a conference with the Training Sponsor?

3. Prepare a preliminary copy of a training agreement you would use in your program. Then on a separate sheet of paper, outline the procedures you would follow in finalizing the agreement with the training sponsor.

DIRECTIONS: When finished with the pre-test, turn to page 20 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: BE ABLE TO COMPLETE A TRAINING AGREEMENT FOR EACH STUDENT WITH THEIR TRAINING SPONSOR

DIRECTIONS: Please read the introduction on page 17. Then view the video-tape that illustrates a teacher-coordinator completing a training agreement with a training sponsor.

INTRODUCTION:

You should now have an understanding of the purpose and general content of a Training Agreement. The Training Agreement should be finalized for each student in a conference with the training sponsor. It is crucial that the training sponsor have a thorough understanding of the program and the responsibilities of all involved persons. The conference will provide the teacher-coordinator an opportunity to discuss the responsibilities in detail and answer the specific questions of the training sponsor.

Another purpose of the conference is to individualize the Training Agreement for the student and the employer. The student may have unique circumstances that must be recognized (transportation problems, physical disabilities, additional school activities). Also the employer may have unique policies or requirements that should be explained to the student.

A conference will allow the Training Agreement to reflect these unique needs and circumstances, insure that all persons are aware of them, and have agreed to the conditions specified in the agreement. Finally, the agreement should be signed and a copy given to the training sponsor.

Video Tape:

In order to understand the procedures to be followed during the conference, you should now watch the video tape. It illustrates a teacher-coordinator discussing the Training Agreement with the training sponsor. Please use page 18 as a guide-sheet for taking notes on the video tape presentation.

A GUIDE SHEET FOR THE VIDEO TAPE ON COMPLETING A TRAINING AGREEMENT

DIRECTIONS: Please use this sheet to take notes while viewing the videotape. Also refer to the training agreement shown on page 9 of this module.

1. What is the purpose of a training agreement?

2. List the features of a training agreement?

3. Outline the specific information which the teacher-coordinator discussed with the training sponsor in completing the training agreement.

DIRECTIONS: When you have completed this guide sheet, please turn to page 19 for the post-test for GOAL 2. If you feel you need additional information before attempting the post-test, turn to the Additional Resources on page 23.

POST-TEST

1. Using the sample Training Agreements on page 5 through 14 , develop a training agreement you could use with your training sponsors.

2. Outline the procedures you would use to complete a training agreement for each student with their training sponsor.

PRE-TEST KEYS

GOAL 1

1. Define Training Agreement:

   The training agreement is an agreement, sometimes referred to as a training memorandum, prepared by the teacher-coordinator. It is an agreement between the school, employer, parent, and student. It clarifies program policies and procedures, indicates the period of training, hours of work, wage or salary, and other information to assure basic understanding of the student's position as a student-learner in the cooperative work experience program. The training agreement is not a legal document. It should be signed by each of the parties mentioned, and each should receive a copy.

2. What is the purpose of a Training Agreement?

   The purpose of the training agreement is to outline the responsibilities of all parties involved -- the student, the employer, the teacher-coordinator, and the parent.

3. List five kinds of information which should be included in a Training Agreement. (For additional items, refer to page 4).

   a. Beginning and ending dates of the training period.

   b. Average number of hours per week the student will be employed.

   c. Rate of pay student is to receive.

   d. Name, date of birth, address, and telephone number of student.

   e. Name, address, and telephone number of school and/or teacher-coordinator.

4. Name four people who should sign a training agreement.

   a. Student
   b. Parent
   c. Employer
   d. Teacher-Coordinator

GOAL 2

1. Name the persons who should be involved when completing a Training Agreement for a student.

   a. Employer

   b. Teacher-Coordinator

2. Why should a teacher-coordinator finalize the content of the Training Agreement in a conference with the Training Sponsor?

   It is important that all persons involved in the program understand their responsibilities to the total work experience program. If responsibilities are understood, there will usually be less misunderstandings as the program progresses. As the teacher-coordinator explains the content of the training agreement, specific questions can be answered regarding the program, and the training sponsor should recognize the importance of his/her role in the program. By finalizing the Agreement in a conference with the Training Sponsor the specific individual needs of the student can be included as well as any unique policies or requirements of the employer.

3. Prepare a preliminary copy of a training agreement you would use in your program. Then on a separate sheet of paper, outline the procedures you would use in finalizing the agreement with the training sponsor.

   Check pages 5-14 for copies of sample training agreements. The training agreement you prepare should contain similar features.

   You should make sure you follow these procedures in completing the training agreement:

   1. Make sure you explain each item on the training agreement to the training sponsor.

   2. Make sure you receive an indication from the training sponsor that he/she understands each item and is willing to follow the conditions listed in the training agreement.

   3. Make sure the training agreement has been signed by the student, the student's parent, the training sponsor, and the teacher-coordinator.

POST-TEST KEY

1. Make sure the training agreement contains similar features to those suggested on page 4 and also on the sample training agreements on pages 5-14.

2. Use the same criterion provided in the answers for Pre-test Goal 2, question 3.

ADDITIONAL RESOURCES

1. American Vocational Association. Vocational-Technical Terminology. Washington, D.C.: American Vocational Association, 1971, p. 70.

2. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville: The Interstate Printers and Publishers, Inc., 1976, pp. 209-238.

3. Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975, pp. 150-180.

4. The Center for Vocational Education. Performance-Based Teacher Education Modules, (j-5). Athens: American Association for Vocational Instructional Materials, 1975.

5. Uthe, Elaine F. The Cooperative Vocational Program. Athens: Division of Vocational Education, 1972.